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ABSTRACT

The procedures employed in the development of the various components of the Harper & Row grade two reading program Learning Mastery System (LMS) are outlined in this document. The Spring 1971 tryout of the LMS is also described. The LMS is a set of materials and procedures prepared by the Southwest Regional Laboratory (SWRL) as an objectives-based framework to assist in managing the learning activities of existing reading programs and materials. (Author/RB)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL MEMORANDUM

DATE: August 18, 1971

NO: TM 3-71-02

TITLE: THE DEVELOPMENT AND TRYOUT OF A LEARNING MASTERY SYSTEM FOR HARPER AND ROW GRADE-TWO

AUTHOR: Masahito Okada, Jacqueline Maeder, Len Streeter, and Patricia Milazzo

ABSTRACT

This document outlines the procedures employed in the development of the various components of the Harper and Row Grade-Two Learning Mastery System. The Spring, 1971, tryout of the System is also described.

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A Learning Mastery System (LMS) is a set of procedures and materials to assist teachers in the management of children's learning from an instructional program. This document describes the development and tryout of the Learning Mastery System prepared to accompany the Harper and Row Second-Grade Reading Program (LMS H & R-2).

H & R-2 Content Analysis

Different components within each level of the Harper and Row Basic Reading Program are divided into two strands. Each strand stresses a particular set of reading skills. Strand I is the developmental strand in which basic reading skills are introduced and developed. Strand II, to be used after the completion of Strand I, focuses on improving reading skills in various subject-matter areas. Analysis of the Level 2 Harper and Row Reading Program was restricted to the California State adopted texts accompanying Strands I and II.

The strategy for analyzing the content of these two texts was modeled after that employed in the analysis of the Level I materials. This strategy allowed for maximum standardization of the various levels of the Harper and Row Learning Mastery System. General reading objectives, inferred from a content analysis of the Level 1 materials, were employed as a model against which the analysis of Level 2 materials could be compared. Two changes in the general reading outcomes were required: a) deletion of the outcome Study Skills and b) addition of the outcome Variant Letter Sounds. A complete listing of the general reading outcomes

is provided in Appendix A.

The Strand 1 text, All Through the Year, and the Strand 2 text, From Fins to Feathers, were divided into 15 manageable LMS units (Appendix B). Assignment of unit designations to pages in the readers was based on a content analysis of the number of pages, new words and new word elements found in various sections of the texts (Appendix C). Ending points for LMS units were chosen to correspond with major divisions in the Harper and Row texts.

LMS Specifications

In order to provide continuity throughout the various levels of the Harper and Row Learning Mastery System, terms, procedures, and materials were modeled after the first-grade LMS. Various components of LMS H & R-2 are described below.

Teacher's Manual

The Teacher's Manual consists of two major sections. Section 1 presents an overview of the Learning Mastery System, without providing details about its classroom use. Section 2 contains the detailed information necessary for regular use of LMS in the classroom. This section lists the specific learning outcomes and procedures for LMS on a unit-by-unit basis. The Appendix in the LMS Teacher's Manual presents a summary of word elements and word-attack words incorporated in LMS H & R-2.

Placement Test and Placement Test Record Sheet

The Placement Test is designed to assess pupil readiness for the regular second-grade reading program. Twelve words and twelve word elements selected primarily from the second half of the Harper and Row First Reader, Real and Make-Believe, comprise items on this individually administered test. Placement and Review Procedures provide guidelines which a teacher should follow in the placement of pupils.

Review Exercises

Three types of review exercises are included in LMS H & R-2. Word Review Exercises provide a means for rapid review of high-frequency first-grade words. (Frequency is determined by the frequency of occurrence in the Strand I, Level 2, Reader, All Through the Year.) Words are arranged in exercises of 24 words each and progress from words having frequencies of 1042 to frequencies of 15. There are eight Word Review Exercises covering 192 words.

Word Element Review Exercises incorporate all (78) word elements taught in the first-grade LMS. Word elements are arranged in 4 exercises of 24 elements each with 18 redundant items distributed over the four exercises.

Optional Review Exercises are similar to Word Review Exercises but are limited to low frequency first-grade words (frequency range 15-1). Eight exercises provide review of 192 low frequency first-grade words.

Procedures for using the Review Exercises are described in the Placement and Review Procedures section of the LMS Teacher's Manual.

Criterion Exercises and Criterion Exercise Record Sheet

Unlike the group administered, selected-response LMS H & R-1 Criterion Exercises, the Criterion Exercises for LMS H & R-2 are designed for constructed responses with individual administration. This change was based on comments from first-grade teachers experimenting with the tests. The teachers expressed the view that individually administered exercises were more valid and reliable, produced greater favorable pupil response, and were given with greater ease of administration.

Criterion Exercises for LMS units 1-8 tested words, word elements and word-attack words. Each outcome was tested with five representative items.

Items for words were selected on a stratified basis from the unit content. Three words judged to be of average difficulty, one of low difficulty, and one of high difficulty were tested in each unit.

Word element items were selected from the pool of elements found in the unit.

Word-attack items were words generated from ending phonograms and blends employed in the word-attack section of the LMS unit.

Only outcome 1 (words) was tested in LMS units 9-15. LMS Unit 9 coincided with the beginning of the Strand 2 Reader, From Fins to Feathers. Strand 2 emphasis is placed on reading in subject-matter areas and little stress is given decoding skills. Each Criterion Exercise for units 9-15

consisted of 10 words from new word content of the unit.

Acceptable criterion level for each section of the Criterion Exercise was 80% (4 out of 5 items or 8 out of 10 items).

Auxiliary Exercises and Auxiliary Exercise Record Sheet

A four-page Auxiliary Exercise (AE) assessed pupil learning on Outcomes 4-7 for each unit. Each page, consisting of 4 items, evaluated learning on a specified outcome. Outcomes were derived from an analysis of teacher-conducted activities specified in the Harper and Row Teacher's Manual. Appendix D provides an overview of Auxiliary Outcomes assessed by the Auxiliary Exercises. Use of Auxiliary Exercises was optional.

Practice Exercises

Practice Exercises, for remediation in Outcomes 1-3, are provided in each unit. Practice Exercises provide instruction on outcomes before and after the administration of the Criterion Exercise. Like Review Exercises, Practice Exercises are arranged in sets of 24 words or 24 word elements.

Practice Exercises for words included all new words introduced in a particular unit. The Word Element Section of the Practice Exercises listed, in randomly repeating sets, all word elements introduced in each unit. The Word-Attack Section of the Practice Exercises consisted of word-attack words generated from Harper and Row word elements or derived elements from new word content in each unit. Each LMS unit included five sets of word-attack words made up of four new words having a common word

element. A complete listing of the word-attack words is provided in Appendix E.

1971 Tryout of LMS H & R-2

Tryout Population

All pupils using Harper and Row materials in eight second-grade classrooms of two East Whittier City Elementary Schools participated in the study. Approximately half of the pupils in each class were not involved with the Harper and Row Reading Program. Other programs used in the classrooms included the Macmillan Bank Street, Sullivan, and Lippincott Reading Series. The tryout was initiated in January, 1971.

Procedures

Training materials designed by the Product Integration Division were used to instruct teachers in the use of LMS. At the close of the training session, these materials and procedures were evaluated by participating teachers.

Diversity of participating classes prevented the collection of comparison data on the effectiveness of LMS materials as originally planned. Two classes in each school were to use the program and two were to serve as comparison classes. In any given classroom, between 7 and 27 children were participating in the Harper and Row Reading Program. Pupil progress in January, 1971 varied from the initial units of the first reader, Real and Make-Believe, to the latter portions of

the second reader, All Through the Year. Because of the heterogeniety of the classes and the brevity of the tryout, a decision was made to maximize the use of the LMS materials in the classes to gain appropriate feedback on the effectiveness of the program. Each of the eight teachers was provided with LMS materials in sufficient quantity to meet the needs of her particular classroom.

Evaluation and Discussion

Periodic visits were made by members of the SWRL staff to insure appropriate use of materials. In-class observations and discussion sessions with teachers were held to gain feedback concerning the program. Initially, some teachers found the LMS approaches and terminology confusing and were hesitant to use the materials. After sustained use of LMS materials, however, teacher response was favorable. The earlier reaction points to the necessity for district level follow-up after the initial teacher-training sessions.

Seven teachers in the tryout responded to an end-of-program questionnaire. Their responses and comments are given in Appendix F. Teachers were generally very enthusiastic about the program. Most of them indicated that they would like to see LMS implemented in grades 1 through 3. Practice Exercises, Criterion Exercises, and Auxiliary Exercises were reported as being especially useful. Other information provided from teacher's answers to the questionnaire is summarized below.

1. Additional stress on comprehension is desired.
2. Implementing both the LMS activities and the Harper and Row activities in the time allotted is difficult.

3. More Teacher training is required.

4. Auxiliary Exercises should remain optional. Directions for administering Auxiliary Exercises should be on a single page.

5. Most teachers experienced little or no difficulty understanding and following procedures for using LMS materials as provided in the LMS Teacher's Manual.

6. The Placement and Review Procedures incorporated into the system were well received.

7. Word and Word-Review Exercises were rated as being highly useful. The Optional Review Exercises were rated lower.

8. None of the teachers experienced difficulty with the Criterion Exercises.

9. The 80% criterion level used in LMS was considered achievable.

10. Practice Exercise instruction was rated most useful for words but less useful for word elements and word-attack words.

Conclusion

This document has reported on the development, tryout and formative evaluation of LMS H & R-2. The feedback from the tryout has pointed to certain strengths and weaknesses in the system. For the most part, the materials and procedures as originally developed have been received favorably by teachers in the tryouts. Suggestions from the teachers for improving the program will be considered during program revision.

APPENDIX A

GRADE 2 HARPER & ROW LMS READING OUTCOMES

Skill Area	What the Child Does or Learns to Do
1 - Words:	Sight-read a basic vocabulary for Grade 2.
2 - Word Elements:	Say the sound "made by" certain letters and letter combinations.
3 - Word Attack:	Sound out and read new words composed of previously learned word elements.
4 - Variant Letter Sounds:	Identify words containing long or short vowels and words containing either the hard or soft sound of a given consonant.
5 - Structural Analysis:	Identify correctly accented words, the number of syllables in a word, the correct spelling of a plural ending or a suffix for a given word, and the component parts of compound words and contractions.
6 - Linguistic Skills:	Place correct comparatives, possessives, and verb forms into sentences. Select declarative, interrogative, and various tense forms of given sentences.
7 - Comprehension:	Indicate (by answering a direct or inferential question, selecting a word to correspond to a definition, etc.) understanding of the meaning or correct usage of a word, phrase, sentence or paragraph.

APPENDIX B

CONTENT DISTRIBUTION OF HARPER AND ROW GRADE TWO READING PROGRAM

LMS UNIT	TEXTBOOK	PAGES IN TEACHER MANUAL	PAGES IN TEXTBOOK	NEW WORD ELEMENTS	TOTAL WORD ELEMENTS	NEW WORDS
1	All Through the Year	1-7	5-32 (28)	2	18	37
2		8-13	33-66 (34)	2	13	23
3		14-19	67-98 (32)	5	28	42
4		20-24	99-128 (30)	6	13	22
5		25-30	129-162 (34)	4	17	42
6		31-35	163-192 (30)	5	19	24
7		36-41	193-222 (30)	3	21	36
8		42-46	223-253 (31)	4	9	23
9	From Fins to Feathers	1-7	9-40 (29)	1	5	52
10		8-17	41-72 (29)	2	13	48

LMS UNIT	TEXTBOOK	PAGES IN TEACHER MANUAL	PAGES IN TEXTBOOK	NEW WORD ELEMENTS	TOTAL WORD ELEMENTS	NEW WORDS
11	From Bicycles to Boomerangs	18-24	73-102 (27)	4	8	52
12		25-30	103-124 (22)	3	8	43
13		31-37	125-156 (29)	1	6	42
14		38-40	157-181 (23)	0	2	41
15		41-45	182-221 (39)	2	6	66

APPENDIX C

CONTENT ANALYSIS OF THE STRAND 1 READER

ALL THROUGH THE YEAR

Story	Pages	No. of New Words	No. of New Elements
The Best Detective	5-8 (4)	10	
I Want to Be Best	9-13 (5)		
Tomorrow or Someday Soon	14-16(3)	6	
I Am Counting on You	17-20(4)	5	
The Big Question	21-23(3)	4	
Questions and Answers	24-26(3)	6	1 - suffix er
The Three Reds	27-31(5)	6	1 - phonetic part or
A Surprising Thing	32(1)		
The Hero of Spring Street	32-35(4)	9	1 - soft c
I Start My Story	36-41(6)		
In the Doghouse	42-48 (7)	5	
Luck in a Blue Suit	49-52(4)	2	
The Two Buddies	53-57(5)	4	
Front-Page News	58-61(4)	3	
The Hero of Spring Street	62-65(4)		1 - agent form er
Words	66 (1)		
The Mystery at Shadow Lake	67-70(4)	2	
Something Spooky	71-72(2)	4	
The Actors in the Play	73-79(7)	14	1 - initial cluster br

Story	Pages	No. of New Words	No. of New Elements
The Grand Idea	80-85(6)	8	
I Don't Like the Looks of Things	86-90(5)	3	1 - initial clusters pl, pr, sk
Lights Out	91-93(3)	3	
Mystery and No Mystery	94-97(4)	8	1 - final cluster nd
It's Fall	98		
Captain Sam	99-101(3)	2	
Side-Kick	102-107(6)	7	1 - prefix un
The Big 10	108-111(4)	3	1 - initial br
Not a Walkaway	112-114(3)	3	3 - verb forms n,en
Red-Letter Day	115-119(5)	3	final sh
Keep Your Fingers Crossed	120-127(8)	4	1 - two sounds of a
How Any Fellow Feels	128		
A Dad Who Remembered	129-132(4)	1	
One Winter Night	133-137(5)	10	1 - initial cluster sn
Wild and Wilder	138-142(5)	9	
Oh, No! It Couldn't Be!	143-149(7)	8	3 - suffixes y, ful, less
What Goes on Here?	150-155(6)	9	
How Come You Always Know?	156-161(6)	5	

Story	Pages	No. of New Words	No. of New Elements
The Stillest Thing	162		
Mr. Alexander Wakefield Applegate	163-165(3)	1	
The Winter of the Big Snow	166-169(4)	7	1 - initial str
The End of a Walk	170-172(3)	2	2 - initial pl, pr
What Is Wrong with You?	173-175(3)	2	
Orders	176-179(4)	5	2 - phonetic part aw
May The Best Man Win	180-183(4)	3	hard & soft g
A Great Day for Spring Street	184-187(4)	1	
And the Winner Was --?	188-191(4)	1	
Spring's On the Way	192	2	
Secrets Are for Keeping	193-196(4)		
New Names for Old	197-200(4)	6	
What's Cooking?	201-206(6)	10	1 - suffix er
What Day Is Tomorrow?	207-210(4)	7	1 - prefix re
For The Ones We Like Best	211-214(4)	5	1 - noun form es
May Day At Last	215-218(4)	3	in plural
Because We Love You	219-221(3)	3	
Spring	222	2	
Too Much Is Too Much of Anything	223-225(3)		
A Feeling in the Air	226-229(4)	7	2 - final nd, nt

Story	Pages	No. of New Words	No. of New Elements
I Told You So	230-236(7)	6	
A Keen Idea	237-245(9)	8	
A Going-away Present	246-252(7)	2	2 - verb form doubling consonant before ed, ing
Answers to Puzzles	253		

CONTENT ANALYSIS OF THE STRAND 2 READER FROM FINS TO FEATHERS

Unit 1

Story	Pages	No. of New Words	No. of New Elements
What Is Reading	12-13 (2)	6	
A Better Reader	14-15 (2)	2	dr
Titles	16-17 (2)	2	ly
About Fish	17-22 (6)	12	ies
Things You Wanted to Know	23 (1)		
A New Rule	24		
Using All Three Rules	25	2	s
Sunfish	25-27 (3)	3	
A Fourth Rule	28 (1)	1	th
Sharks	29-31 (3)	8	
Telling the Story	32	1	
Word Meanings	33	1	en
Two Silly Fish	34-40 (7)	14	g
		TOTAL 52	

Unit 2

What Is Science	44		
Science Is Looking and Learning	44		
Science Is Wondering	45	1	th
Science Is Experimenting	46	1	
How Living Things Help Themselves	47	2	

Story	Pages	No. of New Words	No. of New Elements
How the Chameleon Helps Himself	48-51 (4)	6	wr, i, ch, sp
How the Venus's Flytrap Helps Itself	52-54 (3)	2	
More About Living Things	55		
How the Hummingbird Helps Himself	55-59 (5)	13	ly
How the Cactus Helps Itself	60-61 (2)	4	
How Butterflies Help Themselves	62-64 (3)	6	es
How the Morning-Glory Helps Itself	65-68 (4)	6	
How the Anteater Helps Himself	69-71 (3)	7	
Reading Science	72		
	TOTAL	48	
	Unit 3		
Reading Social Studies	76-79 (4)	5	ou plural form change y to i and add es, es
The Land of Alaska	80-85 (6)	11	
The People of Alaska	86 (4)		
Eskimos	86-90 (5)	11	tch
The Meaning of Words	91-92 (2)	5	long i
More About Eskimos	93-95 (3)	8	
An Eskimo Party	96-97 (3)	3	
Indians	99-102 (4)	9	
Outsiders	103-105 (3)	5	sh, th, ea
Animals of Alaska	106		

Story	Pages	No. of New Words	No. of New Elements
The Seals	106-108 (3)	4	prefix a
The Sea Otter	109-111 (3)	8	short o
The Polar Bear	112-116 (5)	10	ei homonyms eight-ate
The Walrus	117-120 (4)	9	
The Caribou	121-124 (4)	7	ei
		TOTAL 95	
	Unit 4		
Reading Arithmetic	128-129 (2)		
What Is a Story Problem?	130-133 (4)	4	ur
More About a Story Problem	134 (1)	1	ed
Is It or Isn't It?	135-138 (4)	4	
Finding Hidden Facts	139-143 (5)	6	ed
Words That Help Us Put Things In Order	144-147 (4)	12	
Key Words	148-151 (4)	8	
Do You Add or Subtract?	152-154 (3)	7	
What Have You Learned?	155-156 (2)		
		TOTAL 42	
	Unit 5		
What Is Literature?	160-164 (5)	28	
Little Half-Chick	165-182 (18)	13	
The Nightingale	183-221 (39)	66	agent er
		TOTAL 107	d, oy, ed, ow ness, im
		TOTAL WORDS 344	

APPENDIX D

AUXILIARY OUTCOMES ASSESSED BY THE AUXILIARY EXERCISES

LMS Units	General Reading Outcome	Content or Skill to be Learned
1	5--Structural Analysis (Auxiliary Exercise Page 1)	Identify words that rhyme. (T48, T49)*
	5--Structural Analysis (AE Page 2)	Identify the number of syllables in a word. (T50, T62)
	7--Comprehension (AE Page 3)	Select the proper word for a given definition. (T78)
	7--Comprehension (AE Page 4)	Make inferences by selecting answers to questions about a given paragraph. (All "Reading Silently from the Text" sections for this LMS unit.)
2	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing either the long or short o, a, and i. (T73,T88)
	5--Structural Analysis (AE Page 2)	Select an appropriately spelled suffix to form a given verb. (T92)
	5--Structural Analysis (AE Page 3)	Select two words that form a compound word. (T87)
	7--Comprehension (AE Page 4)	Choose a word from a sentence that answers a question given by the teacher. (All "Reading Silently from the Text" sections for this LMS unit.)
3	4--Variant Letter Sound (Auxiliary Exercise Page 1)	Identify words containing either the long or short o, a, and i. (T102,124)
	5--Structural Analysis (AE Page 2)	Select an appropriately spelled suffix to form a given word. (T122)

*Following each skill statement are references to the Harper & Row Teacher's Manual where corresponding activities and content may be found.

LMS Units	General Reading Outcome	Content or Skill to be Learned
3	6--Linguistic Skills (AE Page 3)	Place appropriate comparatives into sentences. (T140)
	7--Comprehension (AE Page 4)	Make inferences by selecting answers to questions about a given paragraph. (All "Reading Silently from the Text" sections for this LMS unit.)
4	5--Structural Analysis (Auxiliary Exercise Page 1)	Select the appropriate ending to complete a given verb. (T159, T167)
	5--Structural Analysis (AE Page 2)	Identify the number of syllables in a word. (T158)
	7--Comprehension (AE Page 3)	Select words to correspond to a given definition. (T148)
	7--Comprehension (AE Page 4)	Select words with the appropriate prefix or suffix to correspond to a given definition. (T164)
5	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing either of the two common sounds of s. (T169)
	6--Linguistic Skills (AE Page 2)	Place appropriate comparatives into sentences. (T199)
	6--Linguistic Skills (AE Page 3)	Select appropriate verb forms to complete a given sentence. (T183)
	7--Comprehension (AE Page 4)	Select words with the appropriate suffix to correspond to a given definition. (T189)
6	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing either the hard or soft g and c. (T219,124)
	5--Structural Analysis (AE Page 2)	Identify an appropriately accented word. (T205,211)
	5--Structural Analysis (AE Page 3)	Identify the two words that form a given contraction. (T211, T217, T140)

LMS Units	General Reading Outcome	Content or Skill to be Learned
6	7--Comprehension (AE Page 4)	Make inferences by selecting answers to questions about a given paragraph. (All "Reading Silently from the Text" sections for this LMS unit.)
7	5--Structural Analysis (Auxiliary Exercise Page 1)	Select the proper plural for a given word. (T250)
	6--Linguistic Skills (AE Page 2)	Place proper possessives into sentences. (T240)
	6--Linguistic Skills (AE Page 3)	Identify the question form of a given sentence. (T255)
	7--Comprehension (AE Page 4)	Select the appropriate prefix for a defined word. (T245, T234)
8	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing either the long or short e and o. (T262, T267)
	5--Structural Analysis (AE Page 2)	Select an appropriately spelled suffix to form a given word. (T272, T277)
	6--Linguistic Skills (AE Page 3)	Identify the future tense of a given sentence. (T273, T277)
	6--Linguistic Skills (AE Page 4)	Identify the past tense of a given sentence. (273, T277)
9	5--Structural Analysis (Auxiliary Exercise Page 1)	Select two words that form a compound word. (T11, T13, T15)
	5--Structural Analysis (AE Page 2)	Select the appropriate rule for forming plurals (T11)
	6--Linguistic Skills (AE Page 3)	Select the appropriate verb or adverb to complete a given sentence. (T11, T17)
	7--Comprehension (AE Page 4)	Select answers to questions on a given paragraph.

LMS Units	General Reading Outcome	Content or Skill to be Learned
10	4--Variant-Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing given sounds of the letters g, s, and y. (T13, T17, T20-Helping Yourself with New Words.
	5--Structural Analysis (AE Page 2)	Identify the number of syllables in a word. (T21, T26, T31)
	5--Structural Analysis (AE Page 3)	Select the appropriate rule for forming verb tenses. (T22)
	7--Comprehension (AE Page 4)	Select answers to questions on a given paragraph.
11	4--Variant-Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing given sounds of the letters and letter combinations ea, i, o, and a. (T36, T38, T40)
	5--Structural Analysis (AE Page 2)	Select the appropriate rule for adding given suffixes. (T34, T36, T37)
	7--Comprehension (AE Page 3)	Select a word to complete a given sentence. (T34, T36, T38)
	7--Comprehension (AE Page 4)	Identify items belonging to a group.
12	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing given sounds of the letter combinations ei and ough. (T29, T48, T49 Vocabulary Study)
	7--Comprehension (AE Page 2)	Select the proper word (two are homonyms) to complete a sentence. (T49, T50)
	7--Comprehension (AE Page 3)	Select the appropriate word to complete a sentence. (T44, T46, T47)
	7--Comprehension (AE Page 4)	Select answers to questions on a given paragraph.
13	4--Variant Letter Sounds (Auxiliary Exercise Page 1)	Identify words containing given sounds of the letter or letter combinations ur, u, o, and ought. (T55, T47, T59, T60 Independent Words)

LMS Units	General Reading Outcome	Content or Skill to be Learned
13	5--Structural Analysis (AE Page 2)	Select the appropriate rule for forming verb tenses. (T57, T59)
	7--Comprehension (AE Page 3	Select the appropriate (number) word to complete a given sentence.
	7--Comprehension (AE Page 4)	Select answers to questions on a given story problem.
14	5--Structural Analysis (Auxiliary Exercise	Identify an appropriately accented word. (T68, T70, T71)
	7--Comprehension (AE Page 2)	Select a word to complete a given sentence. (T68, T71)
	7--Comprehension (AE Page 3)	Select words with the appropriate suffix to correspond to a given definition. (T68)
	7--Comprehension (AE Page 4)	Select answers to questions on a given paragraph.
15	7--Comprehension (Auxiliary Exercise Page 1)	Select antonyms. (T76)
	7--Comprehension (AE Page 2)	Select words with the appropriate suffix or prefix to correspond to a given definition. (T78)
	7--Comprehension (AE Page 3)	Sequence the details of a given paragraph.
	7--Comprehension (AE Page 4)	Select answers to questions on a given paragraph.

Appendix E

HARPER AND ROW GRADE 2 LMS WORD ELEMENT AND WORD-ATTACK CONTENT (STRAND ONE - ALL THROUGH THE YEAR)

Unit	H & R Elements: Beginning	H & R Elements: Middle & Ending	Elements Derived from H & R Words	Practice Words: 1	2	3	4	5
				ad	orn	ile	ound	oon
1		or (corn)#	orn (corn)	lad	worn**	mile**	sound	noon
			ile (smile)	fad**	horn	file	mound**	moon
pp. 5-22			oon (soon)	dad	torn	pile	hound	loon
			ound (found)	pad	corn	tile	pound	soon
			ad (sad)	clad	scorn	Nile	round	spoon**
				shad*		while*	ground*	swoon*
				ice	ool	ime	ag	ard
2		c (ice)	ice (ice)	mice	fool**	lime	nag	lard
			ool (school)	nice**	cool	mime*	lag	yard
pp. 23-66			ime (noon time)	vice*	pool	chime	rag	bard
			ag (wagging)	slice	drool*	crime**	tag*	card**
			ard (backyard)	dice	spool	grime	flag**	chard*
				rice	stool	dime	drag	hard
				br	pl	pr	ive	end
3	br (brown)	nd (end)	end	brag	plat*	pray	live*	lend**
	pl (play)		th (nothing)	brow	plan**	prow	hive	mend
pp. 67-98	pr (prove)		ive (drives)	brake*	plate	price**	dive	tend*
	sk (skip)			brink	plow	prose	chive	bend
				brook	plot	pride	drive**	blend
					place	prop*	five	spend
				ash	in	eam	id	ick
4		s (has)	ash (ash)	mash	sin*	seam	lid**	lick
			in (grin)	lash	fin	ream	hid	sick
pp. 99-128			eam (team)	hash**	kin	beam	kid	kick**
			id (kid)	dash	tin	steam**	bid	thick*
			ick (kick)	crash	pin	cream	rid	slick
				flash*	spin**	dream*	slid*	trick

				sn	eek	ust	ave	itch
5	sn (snow)		ow (snow)	snap**	meek	rust	save	hitch
			ust (must)	snip	seek	bust	wave**	witch**
pp. 129-162			ave (gave)	snag*	peek**	gust	pave	pitch
			itch (kitchen)	snide	cheek	crust**	shave	ditch
			eek (weck)	snack	creek	trust	slave	switch*
				snake	reek*		brave*	stitch
				str	**ipe**	**ance**	**g**	**aw**
6	str (street)	g (angel)	ipe (pipe)	stray	ripe	lance	age	law**
			ance (chance)	street*	wipe**	dance**	sage	jaw
pp. 163-192			aw (straw)	strong	snipe*	France	rage	caw*
				stroke	pipe	trance	wage	jaw
				stride	swipe	prance*	stage**	claw
				strike**	gripe	stance		flaw
				ank	**ope**	**eed**	**ess**	**bl**
7			ank (thank)	sank	mope	seed	mess**	blow
			ope (hope)	bank	lope	feed**	less	blot
pp. 193-222			eed (needed)	tank	rope**	heed	chess*	blame
			ess (dresses)	spank	slope	reed	bless	blend
			bl (blossom)	crank**	scope	deed	press	blink**
				drank*		bleed*	stress	
				unt	**ub**	**ee**	**unk**	**oss**
8		nt (unt) (grunt)	unt (grunt)	bunt	hub	fee**	sunk**	moss
			ub (rub)	punt	tub*	bee	bunk	loss
pp. 223-253			ee (agree)	brunt*	stub	tee	flunk	toss
			unk (junk)	grunt	flub	flee*	chunk*	boss**
			oss (blossom)	blunt**	grub	free	crunk	floss
			Unit 7	stunt	club**	knee	spunk	

Content or teacher manual words are in parentheses.
* Unused practice word.
**Criterion Exercise word.

APPENDIX F

TEACHER QUESTIONNAIRE

Learning Mastery System
Harper & Row Grade Two

Teacher 7 Responding Teachers Schools Laurel and Orchard-Dale
District: East Whittier

Directions: Please provide the following information by either checking or recording the appropriate responses.

TRAINING

1. Did you feel that the teacher training session adequately prepared you to use the LMS Harper & Row Grade 2 Program in the classroom? (check one)

(1) No Response
(2) a. yes
(3) b. no (explain)

"Not adequate; manual best help."
"Needed more time."
"Better to do each step along with film tape."

The Teacher Manual was provided to instruct you in the use of materials and procedures comprising the LMS Harper & Row Grade 2 Program. For each of the following components, mark the category that indicates how well you understood that component after reading the Teacher's Manual.

		Understood	Somewhat Uncertain	Did Not Understand
2.	Placement and Review Procedures	(5)	(2)	
3.	Placement Test	(6)	(1)	
4.	Placement Test Record Sheet	(7)		
5.	Review Exercises	(6)	(1)	
6.	Procedures for Sounding Out and Reading Word Attack Words	(6)	(1)	
7.	Criterion Exercise Procedures	(6)	(1)	
8.	Criterion Exercises	(7)		
9.	Criterion Exercise Record Sheet	(7)		

		Understood	Somewhat Uncertain	Did Not Understand
10.	Auxiliary Exercise Procedures	(5)	(2)	
11.	Auxiliary Exercises	(6)	(1)	
12.	Auxiliary Exercise Record Sheet	(7)		
13.	Practice Exercise Procedures	(4)	(3)	
14.	Practice Exercises	(5)	(2)	

PROGRAM APPLICATION

15. SWRL recommends that a child answer 9 items correctly on each section of the Placement Test before he may begin Harper & Row Grade 2. Do you believe this procedure is appropriate? (Check one)

(7) a. yes
____ b. no (explain)
" Could be exceptions (low IQ, repeat, etc.)"
"The elements he meets in each unit are elements encountered here."

16. Do you feel that the Placement and Review Procedures outlined in the manual are appropriate? (check one)

(6) a. yes
(1) b. no (explain)
"Wasn't sure about review procedures; made up my own system of further drill on the buddy system, etc."
"They meet the requirements."
"However, I still question a teacher lowering it to less than 9 for her group. If Harper-Row is too difficult, there are other texts to use."

Please indicate how useful you feel each of the following Review Exercises are by placing a check in the appropriate space:

		Extremely Useful	Somewhat Useful	Not Useful
17.	Word Review Exercises	(7)		
18.	Word Element Review Exercises	(5)	(1)	(1)

19. Optional Review Exercises (1) (5) (1)

Comments

(Word Element RE's) "Ongoing program using phonograms should be introduced at earlier level to be able to use word elements to best benefit."

(Optional RE's) "Good for final review, after finishing the book "
"The others, 17 and 18 contain enough drill without the optional."

20. Did you have any difficulty administering the Review Exercises? (check one)

(6) a. no
(1) b. yes (explain)
"Not completely sure of procedure. Used further drill on needed areas rather than review lists."
"Except that I find a time shortage in the amount of time allowed for each unit with the slow groups."

21. Did scores on the Criterion Exercise Test enable you to correctly assess which children needed review on an outcome? (check one)

(4) a. usually
(3) b. sometimes
____ c. never

Comments

"Most children did very well but little carry-over into day to day usage."
"Especially those who had not studied or those who were careless and needed to slow down and watch for details."
"I feel some words were missed due to their placement in the list, etc."

22. Did you have any difficulty administering the Criterion Exercises? (check one)

(6) a. no
(1) b. yes (explain)
"Time consuming."

SWRL suggests that a pupil answering 4 out of 5 items correctly on the Criterion Exercise does not need remediation. For each outcome, circle the number of items which you think a pupil must answer

correctly in order to go on to the next unit without remediation.

					(5)		(2)
23.	Outcome 1 (words)	1	2	3	4	5	it varies
					(6)		(1)
24.	Outcome 2 (Word Elements)	1	2	3	4	5	it varies
				(1)	(4)	(1)	(1)
25.	Outcome 3 (Word Attack)	1	2	3	4	5	it varies

26. Do you feel the Auxiliary Exercises should continue to be optional? (check one and explain)

(5) a. yes, because
"Some teachers don't teach some of the items; in second grade the A. E. skills are subordinate to the first three outcomes."
"Time and difficulty of the exercises."

(2) b. no, because

"They are an important part of the Harper-Row program and should have as much or nearly as much importance as the Criterion Exercises."
"They test skills which one should normally teach."

27. Did you have any difficulty administering the Auxiliary Exercises? (check one)

(6) a. no "But combersome turning the pages of the manual."
(1) b. yes (explain)

After completing the Practice Exercises, my children had improved their mastery of: (check one for each row)

		Usually	Sometimes	Never
28.	Outcome 1 (Words)	(7)		
29.	Outcome 2 (Word Elements)	(2)	(4)	(1)
30.	Outcome 3 (Word Attack)	(4)	(3)	

"For Outcomes 2 and 3 on Criterion Exercises, NOT on new material."

31. Did you have any difficulty administering the Practice Exercises? (check one)

(6) a. no
(1) b. yes (explain)

"Some are reluctant to take them home and I don't have time to listen to each one individually."

MATERIALS & PROCEDURES EVALUATION

Please make any further suggestions or comments which you may have for improving the following LMS components:

		Suggestions
32.	Placement & Review Procedures	
33.	Placement Test	
34.	Placement Test Record Sheet	
35.	Review Exercises	
36.	Procedures for Sounding Out and Reading Word Attack Words	"Should definately be an individualized test (one at a time)."
37.	Criterion Exercise Procedures	"More comprehension."
38.	Criterion Exercises	
39.	Criterion Exercise Record Sheet	"Arranged for more than one Criterion Exercise per record sheet."

40. Auxiliary Exercise Procedures

"Have test remarks and answers all on one page."
"Yes, I'd like to see practice sheets included in the sheets, same as the word elements and word drills."

41. Auxiliary Exercises

"More comprehension questions."
"More stress on comprehension. Remediation of skills. More stress on accents and syllables."

42. Auxiliary Exercise Record Sheet

"Would prefer to mark the number wrong instead of the number right."

43. Practice Exercise Procedures

44. Practice Exercises

"Should have extra copies in classroom set; I used more of these than anything."

45. Teacher Manual

"Open like a book."
"Staple on both sides."
"Yes, bound as a regular book or notebook, not stapled in one corner. Very unhandy to use."
"Correct the present errors."

PROGRAM EVALUATION

46. Given the opportunity, which components of the LMS system would you use again next year? (Check as many as are applicable)

(3) a. Placement Test
(2) b. Review Exercises

(5) c. Criterion Exercises
(5) d. Auxiliary Exercises
(6) e. Practice Exercises
(1) f. I would not use LMS again next year.
"Parts of the Auxiliary Exercises."

Do you recommend the use of LMS in: (check one for each row)

		yes	no	no response
47.	Grade 1?	(5)	(1)	(1)
48.	Grade 2?	(5)	(1)	(1)
49.	Grade 3?	(5)	(1)	(1)

"It would be helpful in first grade to see if they are acquiring the skills necessary for second."
"Only if there is time in pre-existing framework."
"I definitely think it helps the teacher know what, if anything, children have actually learned."
"If there is time and personnel to use it, along with other followup independent seat work."

50. What, if any, do you feel were the strengths of the program?
"The program approach: most children know the beginning sounds so it isn't necessary to test that area anyway."
"Practice Exercises and testing of them (criterion). Listing of outcomes needing to be covered."
"I liked having the new vocabulary on P.E. sheets rather than making my own (which I've done for years). The children (my class) enjoyed using word elements and word-attack on the P.E.s."
"A check on how well you've taught a skill and how well the children have learned it."

51. What, if any, do you feel were the weaknesses of the program?
"Not enough emphasis on comprehension skills."
"Would like more complete suggestions on remediation."
"Too little followup seat work. Too little followup, independent seat work with stress on comprehension. Explaining meanings of words on P.E.s--word attack."
"Very time consuming, along with the phonics books, which slowed our progress somewhat, but probably was worth the extra time after all."

52. Please add any final comments which you might have on any aspect of the program.

"I rather enjoyed it, especially with my faster group, who didn't need remediation, and it gave me assurance of their understanding and mastery of the skills taught."

"If a teacher followed the suggestions of making flash cards of the word elements, word attack skills, and word list, then the teacher would have the success which she hopes for."

"Enjoyed using your program very much. Children and parents finally had an organized way of working together. They loved taking the tests."

"I've enjoyed using it very much. It's been a great help to students and teacher!"

"I'm glad I was exposed to it. I'm always curious why work like this is done in an "isolated lab" atmosphere without FIRST involving someone who has much background experience in working with elementary children."